

CLOSING THE GAP: IDENTIFYING VETERAN-SPECIFIC TEXTBOOK CONTENT GAPS AND VETERAN- CENTERED COMPETENCIES

Brenda Elliott, PhD, RN, CNE

Katie A. Chargualaf, PhD, RN, CMSRN

Barbara Patterson, PhD, RN, ANEF, FAAN

AACN Transform 2021 Conference

1

PRESENTERS



Dr. Brenda Elliott
Assistant Professor
Messiah University



Dr. Katie A. Chargualaf
Associate Professor
University of South Carolina Aiken



Dr. Barbara Patterson
Professor
Widener University



2

DISCLOSURE

The authors have no actual, potential, or perceived conflicts of interest.

3

OBJECTIVES

- Discuss adequacy of military/veteran related content in nursing textbooks used in prelicensure programs
- Examine content gaps and veteran care competencies knowledge, skills, and attitudes
- Discuss the curricular implications of identified gaps in nursing textbooks with respect to veteran care competencies
- Provide recommendations for integrating veteran care competencies across the lifespan

4

JOINING FORCES INITIATIVE

- Educating America's future nurses
- Enriching nursing education
- Integrating content that addresses unique health and wellness challenges in veterans
- Sharing teaching resources and applying best practices
- Growing the body of knowledge
- Joining with others



(White House Archives, 2012)

5

VETERAN CARE COMPETENCIES

Competency	Tam-Seto et al., 2019	McMillan et al., 2017	Moss et al., 2015
Military/Veteran Culture	X	X	X
PTSD		X	X
TBI		X	X
SUD		X	X
Suicide		X	X
Polytrauma or Amputation/Assistive Devices/Wound Care		X	X
Pain (Acute or Chronic)		X	
Exposures (Environmental/Chemical/Noise)		X	X
MST			X
Homelessness			X
End of Life			X
Veterans Health Administration/Access to Healthcare	X	X	X
Care of Military Families or Caregivers	X	X	

MST = military sexual trauma; PTSD = post-traumatic stress disorder; SUD = substance use disorder; TBI = traumatic brain injury

6

KEYWORDS

Military	Veteran	Deployment	Injuries	Noise Exposure	Infectious Disease	Trauma	Psychological	Other
Culture	VA	War	Agent orange	Tinnitus	Hepatitis C	Brain injury (TBI)	Depression	Homelessness
Health	VHA	Reintegration	Blast injury	Hearing loss		PTSD	Suicide	Military Sexual Trauma (MST)
		Chronic multi-symptom illness	Mustard gas			Disability (ies)	Substance use (SUD)	End of life
			Cold injury			Amputation (prosthesis)	Combat stress	Advocacy
			Bio-terrorism			Chronic pain	Psychological stress	

7

FINDINGS

- Majority of keywords were found in each textbook but often not connected to military service or veterans
- Relevant content in textbooks primarily addressed knowledge development, not skills or attitudes
- Keyword with the highest mean rating was PTSD
- Of the eight content areas (i.e., medical-surgical, pediatrics), the highest rated was psychiatric-mental health

8

IDENTIFYING THE GAPS



Military/veteran cultural competence

- Military culture
- Veteran identity



Physiological outcomes of military service

- TBI
- Amputation
- Exposures
- Disabilities



Psychological outcomes of military service

- PTSD
- Homelessness
- Substance Use Disorder
- Suicide

Military Sexual Trauma (MST) and End-of Life

9

CURRICULAR IMPLICATIONS

Cultural Competence



Physiological Impacts



Sequela of Psychological Stressors

10

RECOMMENDATIONS

- Role model and foster cultural humility
- Extend teaching practice to include psychomotor skills and attitude domains
- Highlight differences between veterans and non-veterans
- Include veteran-specific health concerns in curricula
- Supplement content in individual courses and scaffold experiences across the curriculum
- Identify opportunities to care for veterans in all settings
- Leverage available resources

11

REIMAGINE WHO OUR VETERANS ARE



12

QUESTIONS?



13

REFERENCES

- Chargualaf, K.A., Patterson, B., & Elliott, B. (2021a). Veterans competencies in nursing textbooks: Implications for educators. *Nursing Education Perspectives*, 0(0), in press.
- Chargualaf, K.A., Patterson, B., & Elliott, B. (2021b). Analysis of content gaps in prelicensure nursing textbooks to meet veteran care competencies. *Nurse Educator*, 46(5), E108 – E112. <https://doi.org/10.1097/NNE.0000000000001024>
- McMillan, L., Crumbley, D., Freeman, J., Rhodes, M., Kane, M., & Napper, J. (2017). Caring for the Veteran, military and family member nursing competencies: Strategies for integrating content into nursing school curricula. *Journal of Professional Nursing*, 33(5), 378-386. <http://dx.doi.org/10.1016/j.profnurs.2017.06.002>
- Moss, J., Moore, R., & Selleck, C. (2015). Veteran competencies for undergraduate nursing education. *Advances in Nursing Science*, 38(4), 306-316. <http://doi.org/10.1097/ANS.0000000000000092>
- Tam-Seto, L., Krupa, T., Stuart, H., Lingley-Pottie, P., Aiken, A., & Cramm, H. (2019). The validation of the military and veteran family cultural competency model (MVF-CCM). *Military Behavioral Health*, X, 1-13. <https://doi.org/10.1080/21635781.2019.1689875>
- White House Archives. (2012). *America's Nurses Join Forces with the First Lady and Dr. Biden to Support Veterans and Military Families*. Retrieved September 10, 2021 from <https://obamawhitehouse.archives.gov/the-press-office/2012/04/11/americas-nurses-join-forces-first-lady-and-dr-biden-support-veterans-and> Carlson, J. (2016). Baccalaureate nursing faculty competencies and teaching strategies to enhance care of the veteran population: Perspectives of Veterans Affairs nursing academy (VANA) faculty. *Journal of Professional Nursing*, 32(4), 314-323. <https://doi.org/10.1016/j.profnurs.2016.01.006>

14